

- In the current school year, however, the practice of using some designated FLES positions for other discretionary purposes continues. As of this writing, only 56.8 of the allocated 69 “FLES positions” are actually filled by elementary language teachers, including 7.5 positions that are assigned to the two elementary immersion programs (4.0 and 3.5 positions to each immersion school.)
- **Continuing failure of three middle schools to offer proficiency-based introductory language instruction in the 6th grade in languages in addition to Spanish.** The H-B Woodlawn Program and Jefferson and Swanson Middle Schools have offered one-semester 6th grade courses in French and Latin for the past four years, while Gunston, Kenmore and Williamsburg middle schools continue to offer 6th graders proficiency-based instruction only in Spanish.¹ It is almost certain that this explains most of the reasons why 6th grade language enrollments in the first three schools are markedly higher than in the others—with, for example, more than 90% of 6th graders at HBW and Jefferson and more than 60% at Swanson taking a language, and fewer than 40% doing so at Williamsburg and Kenmore. (See Appendices 4 and 9.)
- **Inability of APS to provide dual-language immersion education to every student who wants to take it.** The current school year was the first year that admissions into Claremont and Key immersion schools were determined by countywide lottery. In the event, 189 applicants were placed on the waitlist and ultimately denied admission. Parents increasingly want their children to enroll in the immersion program, but APS’s current plans to transfer the Key immersion program to a facility with 100 fewer seats than at Key will inevitably mean that the numbers of students denied admission to immersion will significantly increase.

NEW RECOMMENDATIONS WITH RATIONALE AND ANTICIPATED COSTS

- 1. As part of the yearly official APS Monitoring and Evaluation of World Language programs, so as to monitor learning success and equity of learning opportunity, the national Standards-Based Measurement of Proficiency (STAMP test) should be administered to all students enrolled in language class in grade 5, in addition to continuing to test in 8th grade immersion and High School levels IV and above. (Last year, only half of the 5th grade FLES students were tested—in six schools—and the current budget for this year would test the other five schools.)**

RATIONALE: To effectively monitor the effectiveness of instruction the school district needs to assess progress of every student at established intervals. True for every program type, this is especially necessary when the delivery of instruction varies significantly from one school to another, as it does in Arlington, where elementary language instruction time is inconsistent from one neighborhood school to another.

¹ Kenmore and Williamsburg provide 6th graders with the elective of enrolling in the ‘exploratory wheel,’ which provides brief instruction in a number of elective subjects, including one or more languages. The ‘wheel’ is not designed to develop functional proficiency in any language.

APPENDICES

- Appendix 1*** **Participation in APS Elementary World Language Programs 2009-2018 (Grade 5)**
- Appendix 2*** **World Language FLES Instruction Time By School 2018**
- Appendix 3*** **Grade 6 World Language Enrollments**
- Appendix 4*** **Middle School World Language Students by School, in 2016-18**
- Appendix 5*** **Less Commonly Taught Language Enrollments by Languages and Levels 2010-18**
- Appendix 6*** **Proficiency Test Results**
 - 6.1. FLES STAMP4Se Language Proficiency Test Scores SY 2012-18**
 - 6.2. Immersion STAMP4Se Scores Over Last Three Years (Administered in Spring of Grade 5)**
 - 6.3. STAMP 4S Proficiency Test Results for 8th Grade Gunston Immersion Students in 2017&2018**
- Appendix 7*** **World Language Enrollment by School Level**
- Appendix 8*** **Middle School Language Enrollments**
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- Appendix 10*** **History of WL Enrollments 2007-2019**
- Appendix 11*** **ACTFL Novice and Intermediate Proficiency Ratings**
- Appendix 12*** **Selected References**
- Appendix 13*** **Attrition of Students with Disabilities in Immersion Programs from Grades 5-8, 2015-19**

APPENDIX 13. Attrition of Students with Disabilities in Immersion Programs from Grades 5-8, 2015-19²

School Year	Grade	SWDs in 5 th Grade at Key & Claremont	SWD Cohort Enrolled at Gunston	SWD Cohort Enrolled in Immersion at Gunston	SWD Attrition Rate in Immersion from previous year	Overall Attrition Rate in Immersion from Grade 5
2015-2016	05	10				
2016-2017	06		7	3	70%	
2017-2018	07		6	3	0%	
2018-2019	08		6	2	33.3%	80%
2016-2017	05	20				
2017-2018	06		18	12	40%	
2018-2019	07		18	11	8.3%	45%
2017-2018	05	13				
2018-2019	06		11	10	23.1%	23.1%

Discussion: These data provide a small-scale snapshot of the extent to which dual-language immersion students at Key and Claremont elementary schools who have been identified as having a learning disability have continued in the immersion program once they are in middle school. For example, the table shows that there were ten identified SWDs in the 5th grade immersion at Key and Claremont in SY-2015-16, that seven of them enrolled at Gunston middle school in fall 2016, but only three of those 7 in fact continued in the immersion program. The other four, presumably, took a non-immersion course of studies at Gunston. Thus, the one-year attrition in the immersion program between fall 2015 and fall 2016 at Gunston was 70%. The rate of SWD attrition between grades 5 and 6 in the next two years was lower, which may possibly indicate that the recent collaborative efforts of the World Languages Office and Special Education staff to encourage SWDs to study a world language have had an effect. A fuller picture of SWD attrition in the immersion program would track the number of SWD enrollees in kindergarten immersion through the 8th grade over several years.

² From analysis provided by the office of IT, October 2018.